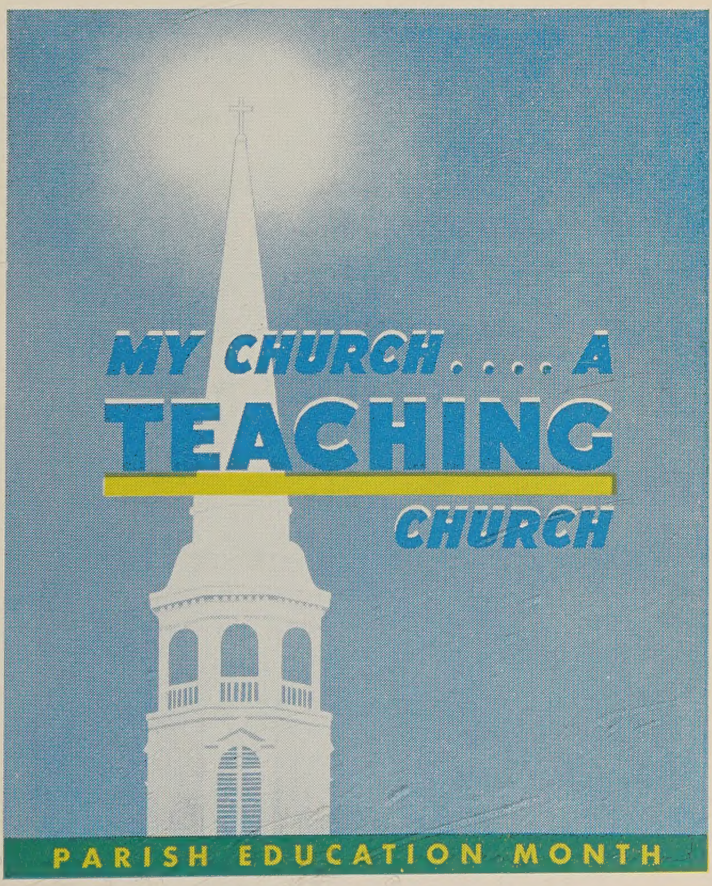
The Church School Teacher



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THE CHURCH SCHOOL TEACHER

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LAEL H. WESTBERG
Editor

PATRICIA LUNDQUIST
Assistant

RAYMOND A. VOGELEY
C. E. LINDER
PAUL M. LINDBERG
KENNETH G. ANDEEN
Editorial Advisory Committee

Cover Photo:
Parish Education Month Poster

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The Church School Teacher

VOL. XXIV SEPTEMBER 1955 No. 7

From Your Director

By L. H. WESTBERG

WE ARE off to another year's adventure in teaching. "Our Church . . . A Teaching Church," says the slogan for Parish Education Month. And that it is, with our Lord backing up every teacher and officer who conscientiously shares the Word of God with child and adult. Let your year in the Church School be a relaxed one. Get to know each person in your class. Visit each family frequently. Study and plan your units and lessons so you can face your class prepared. Then have a happy time. That is what Church School should be—a happy time.

The "New Look"

This is the fall when the first revisions of THE CHRISTIAN GROWTH SERIES appear. From now on you will be getting the "new look" with fresh helps for better teaching. The total revision will not be immediate—we have neither money nor manpower for that—but we have begun and we will continue until the entire course is revised.

A Road Map

Frequently it is said that 90% of curriculum is the teacher. We agree. A course of study is not a bottle of pills, so and so many to be administered every Sunday morning. It is a road map to give the teacher direction, with the teacher determining the distance to be traveled each week and the number of stops along the way. The teacher, therefore, must have an understanding of the unit plan of teaching with its emphasis on aim-centeredness. When the unit plan is understood and when skill is acquired in its use, teachers are freed from the fear of not "finishing the lesson" and can then center their attention upon helping the individuals of the classes grow in the Christian faith and life.

Such understanding and skill come, not through natural endowment, but through continuous

training. For that reason every congregation should have a monthly teacher's conference for the study of 1. the Bible, 2. psychology of learning and methods of teaching and 3. the actual units and lessons in the Church's curriculum. Congregations also should give prospective teachers thorough training before they undertake teaching responsibilities. Our office will be happy to send outlines for the monthly meetings and the preservice training courses to anyone interested.

More Resources

We also have a revised list of the Leadership texts, the resource material which can be used either with the outlines suggested above or for private reading and study. Any congregation contemplating a library should investigate these books. A running partner to the Leadership texts is the Faith and Action Series, to be used by individuals and groups who desire books and courses in selected fields of study. A postcard to our office will bring you the lists.

Another catalogue of tools to help enlist and train teachers and other church workers is the folde entitled *Audio-Visual Kits fo Christian Education.* You shoul have it and you can get it at n cost by writing our office.

In Correlation

Intermediate teachers, had yo noticed the articles in *Teen Tal* which correlate with fourth quarter lessons? Subjects deal with have been: World Lutheran ism—the scope and work of th National Lutheran Council—or ganization of a new congregatio —missions information. Perhap you can whet your youngsters' de sire to read these items about ou Church by pointing them out.

I do hope you are using our Sun day School story papers as a too in your teaching. The themes fo the papers follow the *Christia Growth Series units.* That mean the stories and features in any giv en issue are built around the ver concepts you have taught tha Sunday. Let your pupils know that. Work out ways in whic you can take special advantage o this correlation. We would b grateful to find out how you us the papers.

-10-13-year-olds
-What are they like?

Age Level Characteristics

5-to-8 Year Olds:

HILD chooses to read about things that arouse a pleasant sociation of past experiences . . . rcuses . . . holidays, etc.

Money (such as a dime) is Good Humor" money and is not ought of with the adult scale of alues. Money and time are not ear concepts until 8, but are ather only here and now.

He is egotistical until 8, then e can sympathize and understand ie rights and needs of others.

Likes animal stories, and can idge between fancy and reality 6; is also highly imaginative.

Cannot take criticism too well, a poor loser, wants to lead and in, until 8 or 9.

Likes fairy tales, myths, and ngles and poems about familiar ings, and stories of how things ork, such as electric trains and airplanes; also likes nature stories at 7 and 8.

At 8 years, they have several collections, stones, bugs, etc.

9-to-11 Year Olds:

Is alert and curious, avid for facts. His interest is fresh, has no signs of boredom or discouragement which is characteristic of adults (not as selective in reading material).

Knows units and value of time, and can fit past events into proper sequence.

The 10 and 11 year olds can figure out things in advance.

Is often a perfectionist at crafts; is very independent and likes to make own decisions.

Feels need to earn money.

Has strong sense of right and wrong, truth and honesty, personal and property rights. Sets own

standards for work and play, understands loyalty.

90% have collections (peak of interest).

Both boys and girls discard fairy stories, and want stories involving adventure, action, excitement, thrills, realism, mystery, humor, nature and animal stories, bravery and aviation. Also like stories about community, country, and foreign lands; occupations, biographies, and hero stories.

Sex differences: boys like more violent adventure and stories of science, invention, and sports. Girls turn to family life, feminine school events, etc.

Feuding between the sexes; clubs don't mix.

Like maps, travel games, Pen Pals.

12-to-15 Year Olds:

Suddenly want to be like other boys and girls; are very sensitive.

Are learning to accept problem situations, and need to discover that they are shared by many.

Busy with hobbies, are ravenously hungry, spurts of growth make them tired.

Are concrete and practical, are interested in current events, com munity health programs, etc.

Over-critical of adults at th stage, but also hero-worship adult

Take themselves less seriousl than do juniors.

Clubs are well-organized, an appeal to a wide variety of interes

Younger boys loyal to gangs girls have lost their interest i girls' clubs.

Learning to treat the opposit sex as adults and having hard tim doing so.

Much less egocentric; nee things to further inspire, stimulat inform, and guide expanding in terest. Want assurance that life worth living well.

Are at peak of reading craze 6 to 9 hours per week.

Boys of 14 and 15 are intereste in: nature stories, science and in vention, sports, travel, health, m chanics, money, safety, sex. Ma enjoy westerns and all men stories desire to live away from mothe and teachers.

Girls of 14 to 15 are intereste in: personal attractiveness, dail schedule, mental health, home an family relations, are developin personal philosophy.

"And Jesus increased in wisdom and in stature, and in favor wit God and man."

—Luke 2:52

Helps for Teachers of Kindergarten

Christian Growth Series, Kindergarten I, First Quarter

By RUTH SWANSON

BEGINNER teachers, are you excited? Why *should* you e? Most people are excited bout something new, and we ave something new "just around e corner."

A new church school year is bout to begin and with it comes revised curriculum. The great- t change we will note is the use the Revised Standard Version. Ve will notice other changes dur- g the year; however, the basic rinciples of teaching are the me. Regardless of the number type of revisions the fact re- ains: we need to be prepared to e our curriculum adequately.

Check Desired Outcomes

Department leaders, begin *now* plan for meetings with your achers. At the beginning of this w year, take time to discuss ain the desired outcomes as they e related to our beginners. Page of our teacher's guide will still an important one. And, the ction called "Planning For This uarter" has many helpful sug- stions for improving our teach- ing. Discuss them as a group of beginner class teachers before be- ginning specific planning.

A Preview

In a quick preview, we notice this quarter is divided into three units—two of which make use of the beginners' interest in holidays: Thanksgiving and Christmas. The schools in Canada should arrange to start the quarter with Unit B. Teaching the lessons in the following order will place lesson 8 on the day before Thanksgiving: 7, 8, 5 and 6. Units A and C can follow and the arrangement will be more satisfactory.

The opening unit, "We Come to Learn About Jesus," is an orientation into the year's material. The story, Jesus and the Children, and other familiar stories of Jesus help our children know Him better. This unit stresses such characteristics as friendship, service, obedience and good will in relation to Christian living.

Unit B, "Jesus Helps Us to Be Thankful," emphasizes thankfulness. The stories are taken from

both Old and New Testaments and the unit culminates with a Thanksgiving lesson using the story of the famous painting, "The Angelus." With these stories we will consider the why, how and when of our expression of thankfulness.

Unit C, "God's Christmas Gift," closes the quarter. It presents, in a five lesson series, the events of the Christmas-Epiphany story in chronological order.

Planning Sessions

Our departmental sessions begin with a study of the Bible stories we will use for the following month. This gives us an opportunity to think of them in relation to the children in our department. However, each of us should continue work on the Biblical basis following the meeting. Concordances, Bible dictionaries and Bible story books, written in child language, are invaluable in personal preparation. Enriching our own background with this type of study will help us make the story meaningful to others because it is meaningful to us.

Following the Bible study we must determine why we are using each particular story. The teachers' guide includes aims in each lesson plan; nevertheless, we need to evaluate them in relation to *our* pupils. Teachers, in your personal preparation, think of th children in *your* class and ada the lesson aims to meet *the* needs.

The first part of our plannir session deals with *what* we are teach and *why* we are to teach following that we must plan *ho* we are to teach. Each one of will have to make an individu plan, selecting methods and m terial by which we can accompli our aim. Much of this prepar tion will *follow* a departme planning session. Only the ba procedures will be considered such a session.

The Class Session

In our planning we might co sider a class session as divided i to four parts:

1. Pre-session—that inform period beginning when the fi child arrives. Of course, teache each one of us will be on ha before the first child arrives, a be prepared to begin motivati interest immediately.

We must remember our ch dren's lack of background for u derstanding many Bible stori Pre-session time is an excell time to use various means to bu background and motivate inter Several ideas are given in the s tions called "Suggestions Planning the Session" and " the Children Come." Magaz

ctures emphasizing the theme the lesson, used as "conversa-on starters," would be a good ay of bringing it into the chil-en's consciousness.

2. Bible lesson—the major part our teaching period revolving ound the telling of the Bible ory. We need not learn the ory verbatim; rather, be so well quainted with it that we will ll it as though we had witnessed e incident. Excellent ideas for troducing the story have been cluded in each lesson plan. Eval-ate "Getting Ready for the ory" and incorporate these sug-stions into a discussion.

3. Related activities — begin-rs making things to take home. ur teacher's guide gives many tivity suggestions. We need to udy each one, with the lesson m in mind, and decide which we n use advantageously.

4. Devotional period—sum-arizing what has been studied ith an informal "quiet time." e will use memory verses and ngs that were learned. Prayer oughts will also grow out of the y's experience. The teacher's ide suggestions given under the ption "Dismissal" will be val-ble additions to such a period.

Unit A

Pre-session materials used to otivate interest will serve to stimulate review on the following Sunday as well. Models of various scenes, such as, fishermen with their nets (lesson 4), is one example. Choose a song to correlate with each unit. "Jesus, Friend of Little Children" would be excellent for Unit A. Christian service is stressed throughout the unit and the second verse is particularly applicable.

A dramatization as suggested for lesson 2, a picture study as for lesson 4 or a flannelgraph would add variety to the discussion and recall of stories.

Parents appreciate learning of appropriate books to use with their children. We might suggest one for each unit. "If Jesus Came to My House" by J. G. Thomas is a story poem about a boy who imagines Jesus coming to spend the afternoon. This is a different way of indirectly suggesting ways of carrying out the Golden Rule. It is a book which parents and children could enjoy together.

Unit B

If we remember that our thankfulness should be in "doing as well as praising," a service project would be a natural outgrowth of Unit B. We might choose one of those suggested in our guide: making scrapbooks or filling a Thanksgiving basket. There may be some specific local project with

which the beginners might help. Activity connected with such a project could be done in pre-session time.

The song in the leaflet for lesson 1 would be a good theme song.

Before teaching lesson 7 we must reacquaint ourselves with the necessary background concerning the Old Testament festivities which were similar to our Thanksgiving. In addition to reading the long references our guide suggests we will study parts relating to those references in some Bible commentary.

Besides a unit review, in lesson 8, we should also tell our children something about the first Thanksgiving Day in our country. They are too young to realize much of its significance, but we should help them understand that a day was set aside to give thanks.

"A Child's Grace" by Claxton and Bannister is a book of praise and thanksgiving. Children and parents would appreciate this delightful book especially during the Thanksgiving season.

Unit C

During the study of Unit C an interesting pre-session review can be carried out by using a creche, beginning with the manger scene, adding shepherds and wise men after those stories have been told.

The excitement of Christma preparation—decorating, shoppin for gifts, etc.—seem all importan to our children; however, w must not forget the real meanin of Christmas giving. The ser ice project, suggested in lesson 1 would put our children on th giving end of the Christmas cel bration. The pre-sessions will b filled with the buzz of happ children preparing to share the happiness with others. Their e thusiasm will be contagious—ma it genuinely infect us also.

The lovely "How Glad I A Each Christmas Eve," found *Songs For Children,* has a melo which our children will readi learn. Only verses 1, 3 and are needed to tell the Christm story.

Careful story preparation more necessary than ever befo teaching the Christmas lesson because of their familiarity. W need to pray, as always, that o teaching will be meaningful.

Beginners can read pictures a tell their story. *Tell Me Abo Jesus* by Jones or *The Chr Child* by Maude and Miska P ersham could be used for that pu pose in the home during t Christmas season.

Some Extras

Again this year, the educati staff of the Women's Mission

ociety and the staff of the Board Parish Education have outlined ans for missionary emphasis cor- lated with the Christian Growth eries. Copies of those plans, ories and the accompanying pic- res will be available from the Vomen's Missionary Society, 939 Pine Grove Avenue, Chi- go. With this help we will be le to place emphasis on mission- y activities in the appropriate ssons of each unit.

And, the Christian Growth Series picture sets. Although each set is designed to correlate especially with one course, it is possible to use the pictures interchangeably.

May we, during this church school year, follow our author's advice and not only know the facts of each lesson but live it, feel it, and lose ourselves in it so completely that we will be at ease and our pupils will respond.

Helps for Teachers of Primary

Christian Growth Series, Primary III, First Quarter

By RUTH SWANSO

HAVE you heard about the Parish Education Month theme for this year? "My Church —a Teaching Church." The Church received the commission ". . . go . . . baptize . . . teach . . .", and we, as church school teachers, have assumed the responsibility of teaching as part of our services in our Church.

Relating the Theme

Notice how this theme corresponds with our material this quarter? We have one unit on the Bible—the basis of all of our teaching another built around the parables of Jesus—a way of teaching, and one with a missionary emphasis—the scope of our teaching.

In the opening unit, "Using the Bible," the children receive training in handling and reading the Bible. Stories of Jesus using the Bible in His teaching and His daily life are recalled.

The parables of Jesus, told in child language, make up the major part of Unit B, "Some Stori Jesus Told."

The closing unit, "Christmas i Many Lands," includes the ide of helping all people in all lan to know the Christmas story.

Probably the first thing w need to do in planning for th quarter is to make the necessa adjustments. Primary material planned to correlate with the se sons of the year. To take adva tage of this, the schools in Canad will need to begin with the le sons in Unit B. If the lesso are taught in the following ord the Thanksgiving lesson will presented the Sunday befo Thanksgiving: 7, 8, 9, 5 and Then, Units A and C can follo in that order.

Unit A

Pre-session time during Unit might profitably be spent helpi our primary boys and girls *u the Bible.* Make this a very pra tical experience: locate famili stories, memory verses, etc. The

hildren will enjoy discovering nat the Psalms are found in the iiddle of the Bible and from nere be able to locate a particular salm verse. From the Psalms it ill not be difficult for them to nd Proverbs.

Keys to the Bible

Teachers, guide your pupils in more "Bible use" secrets as the eed arises. The first book of the ible, Genesis, will become the ey to finding Exodus, Leviticus nd Numbers. The New Testaent will be easy to find by openg the Bible to the last one-third. he children will readily learn nat most of the stories they know out Jesus are found in the four nsecutive books of Matthew, lark, Luke and John.

Our author makes several sugestions for other pre-session acvities. Study "As the Children rrive" and determine which one ou can adapt to fit into your ass situation. Make this an enyable time for the children and ourself. Share their happiness hen they discover their way round in the Bible. Be happy in nging songs with them. Incientally, all the song suggestions iven in our teacher's guide are ound in *Songs for Children.*

Primary teachers, we can not ress too much the importance of ur teacher's guide. It is an absolute necessity to be thoroughly acquainted with it in order to be able to teach this quarter. We dare not rely only upon the pupil's leaflet. It has not been designed to be primarily a teaching aid, but a home-church contact —a way of helping parents become acquainted with the program of the church school class. In most cases, it need not enter into the class session except as we use it in summary discussion and call attention to the "follow-up" work to be done at home.

Another home-church contact is suggested for lesson 2—preparing a devotional booklet for home use. If this is carried out, it might well be the beginning of a fine family experience. Family devotions could be built around the Biblical basis used in Sunday school as suggested on page 13 of our teacher's guide. We might also recommend to the parents of our primary children the use of other devotional books. *Before I Go to Sleep* by Enid Blyton and *Our Father* by Helen Lind are two such books.

Unit B

Unit B, composed almost entirely of parables, would be a difficult one to teach, if we try to over-explain the symbolism used. In most lesson plans a simple explanation is given at the close of

the story. For our primary children, that is enough. Be sure to read "The Parables for Primary Children" on page 22 of the teacher's guide before teaching this unit.

The activity suggestions given on pages 26-28 are such that they will become unit projects. Note also that suggestions are given for the different ages. If our department is large enough we may have three projects in progress, or we may choose the one which will be most applicable for our particular group. It is certain that the children will enjoy working on these projects. May we absorb some of their enthusiasm and enjoy them also.

For Pupil Participation

Let us not forget to encourage as much pupil participation as possible when we plan our Thanksgiving service. Follow the excellent suggestions our teacher's guide gives in lessons 7 and 8. If the children have helped with the planning and preparation of the service it will be meaningful to them and Thanksgiving Day will mean more than company and a big dinner.

This unit would be an appropriate time to teach the Doxology and make it meaningful to our primaries. "Thank You for the World So Sweet," which appears on page 27 in *Songs for Childre* would be another applicable song

The book, *A Child's Grace* b Claxton and Bannister, is or which both children and parent would enjoy—perhaps even mem orize—during the Thanksgivin season.

Unit C

Pre-Christmas pre-sessions i the primary department! What happy time this can be! Back ground Christmas music from record player will have a calmin effect on the happy primaries. Tr it! They will be interested an busy with such gift preparation as those suggested on pages 4 and 48 in the teacher's guide nevertheless, they will also be in terested in and listening to th Christmas carols at the same tim

Interest will also be high as w discuss Christmas customs in ou own and other lands, and as w use the story of The Wise Men introduce the idea of telling ot ers about Jesus. Along with th missionary emphasis in the sto of The Wise Men we might i troduce the third verse of "Aw in the Manger" as it is found page 92 of *Songs for Childre*

The Christmas story mang set and the book which accomp nies it are available from Augu tana Book Concern for $1.2 That set would make a nice a

dition to the Christmas decorations and activities of the home—the basis of a family project during the Christmas season.

Some Reminders

Speaking of missionary emphasis, be certain that you check the plans prepared by the Women's Missionary Society and the Board of Parish Education for correlation with the Christian Growth Series. Those plans, called *God's Children Everywhere,* are available from the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

The Christian Growth Series Picture Sets may still be purchased from Augustana Book Concern. Now, by using the sets interchangeably we have fifty-four pictures for our use this year.

Our Resolve

Primary teachers, let us all resolve to prepare each lesson so thoroughly that all the classes in our teaching churches will be *well* taught.

Helps for Teachers of Juniors

By HILVIE MAE OLSON

Christian Growth Series, Junior III, First Quarter

"MY Church—A Teaching Church" is the theme for this year's Parish Education Month. It explains why *Prophets, Kings, and People* will be taught to all fourth, fifth and sixth graders in our church schools this fall.

If today's children are to remain in fellowship with God as they grow up, and if they are to express their Christian faith in their daily living, they need to grow in the use of the Bible. They need to study the Old Testament in order to understand and appreciate the New Testament, so that they can gain from the Bible nourishment for their faith.

Since the junior age is an age of adventure, the time is ripe to

for teaching the child the dramatic, action-packed stories of the Old Testament. The junior is interested in the chronology of the Bible although at an earlier age it meant nothing to him. With help he can tie together the Bible stories he has heard since childhood into one big story—the story of God's dealing with mankind and of mankind's growing up to learn, accept, and practice God's plan for His creation.

The Over-all Picture

In the junior cycle of the *Christian Growth Series* the Old Testament is taught in three sections, one third each year. During October, November, and December each year, all fourth, fifth and sixth graders study a section of the Old Testament and the Christmas lesson to climax the study. After Christmas they study the life and work of Christ.

This year the third and final part of the Old Testament will be taught throughout our teaching Church. To the fifth and sixth graders it will be a follow-up from last fall's quarter, *Conquerors, Settlers, and Kings.* But for the fourth graders it will be new and may seem difficult and uninteresting. In fact, to these early fourth graders the junior study book itself is a new and strange tool. It's no wonder that many fourth grade teachers have become discouraged when trying to teach this quarter, and many fourth graders and their parents have complained that it is "too hard."

Let's make it interesting to each junior this year!

Fourth grade teachers need to teach this material in an especially simple and interesting fashion. They need to realize that everything in the lesson does not have to be covered in class, and not even in home assignments. *Never* should children be expected to work out the next week's lesson at home before the lesson has been taught in class. Work done at home should only be that assigned in class after it has been studied or clearly introduced.

For Children's Reference

Each teacher should have at least one Bible story book on hand for reference every session. Children can refer to it to learn more about the characters being studied. With this particular quarter the Bible story book may be used more than the Bible, although the Bible should be used at least once with every session.

Here are some good and usable-by-juniors Bible story books:[1]

Bowie, *The Bible Story for Boys and Girls.*

Browne, *The Graphic Bible.*

Egermeier, *Bible Story Book* (Revised).
Jones, *Bible Stories.*
Nordgren, *The Heart of the Bible.*
Smart, *A Promise to Keep.*
Vos, *The Child's Story Bible.*

Also, teachers should review and increase their own knowledge of God's revelation to man through the last third of the Old Testament. Perhaps groups of teachers and other adults can study together the section from 1 Kings to Malachi in the Bible. The books of the Leadership Education Series, Cooper's *The Story of the Old Testament* and Alleman's *The Old Testament—A Study,* are excellent guides for such a study. Also much help can be found in Bible dictionaries, historical atlases, and other Bible study helps.

Introduction to Quarter

Of extreme importance is the way teachers introduce this quarter to the juniors. The "Great Leaders of Israel" listing which introduces the study book work can give teachers leads for motivational exercises. With some classes it would be wise to spend the entire first session with an activity which helps each junior become familiar with the story of the Israelites, so that he will appreciate the relative position of the prophets, kings, and people of the latter third of the Old Testament to total Israelite history.

An Interesting Review

One way of conducting this review is to place pictures (most of them can be found in old Beginners and Primary leaflets) of each of the listed leaders of Israel in their correct chronological order. These may be on the wall, bulletin board, or just lying on the table or floor. Let the juniors match the Israelite leaders' names with the correct pictures. When names have been attached to all the pictures, the teacher and the class should check the accuracy of the work, bringing out important facts about each character while reviewing Israel's history.

The quarter can also be introduced through a map activity. A few key phrases such as "Abraham's First Homeland," "Where Joseph Became Great," "The Promised Land," and "King Solomon's Temple" can be written on little slips of paper for the juniors to pin to a large map of Old Testament lands (either a commercial map or hand enlarged one). After the juniors have placed the labels on the correct places, the history of the Israelite people can be outlined as the juniors' work is checked. (For each of these projects the children

should have access to some of the above mentioned reference books.)

If last year's juniors made any products to show the Old Testament story studied then, such as picture-story books, picture maps, accordion books, friezes, timelines, or turn-over charts, these visual aids should be brought out for review on this first Sunday of the new quarter. Perhaps a special committee of fifth and sixth graders can present this to the entire department.

Continuing Activity

The natural activity for this quarter is the continuation of the project begun last year or the year before. For example, if the class last year made a picture map to show the main events of the *Conquerors, Settlers, and Kings* of Israel, they may make another one this year to show the main happenings of the *Prophets, Kings, and People* of the Divided Kingdom, of the period of Exile, and of the Restoration and Post Restoration periods.

Picture maps, story-picture cards, and a frieze of the prophets, are the activities described in the teacher's guide and study book. In addition, suggestions for adding a missionary application to these same projects are given in *Christian Growth Through Sharing,* [2] Junior III.

Quarter's Aim

In this quarter we aim to familiarize the junior with the chief characters and incidents of the latter part of the Old Testament. Along with this we aim to help him appreciate that the vital, Spirit-filled messages of the prophets emphasized the same things as Jesus did, and foretold of His coming. And of course, we want each junior to apply some of these messages and experiences to his own Christian life.

Three units are designed to help us carry out these aims. Unit A, "The Prophets Stand Firm," is based chiefly on 1 Kings. It begins with the story of the division of Solomon's kingdom and continues with incidents in the history of the northern kingdom, Israel. In it we aim to help the junior understand that just as God enabled the prophets Elijah and Elisha to stand firm for true religion, He will enable us to stand firm in our own Christian living.

Unit B, "Kings and People Suffer," considers the kings of Judah (especially Hezekiah and Josiah) before the captivity, the accomplishments of Nehemiah and Esther during the time of exile, and the trials of Job. The lessons are based on 2 Kings, 2 Chronicles, Isaiah, Nehemiah,

Esther, and Job. Our aim is to help each junior understand that just as God gave Hezekiah, Josiah, Nehemiah, Esther, and Job courage to trust in Him and do His will (even during times of hardship and suffering), He will give us courage to trust Him and unselfishly do His will at all times.

Unit C, "The Prophets Speak," introduces some of the messages and work of the prophets. It teaches how Amos, Hosea, Isaiah, Micah, Jeremiah, Ezekiel, Jonah, and Daniel courageously and fearlessly spoke forth the truth in spite of opposition and personal danger. The Christmas lesson shows that Christ's coming was a fulfillment of the prophecies of these Old Testament heroes. The unit aim is to help each junior understand that just as God enabled the prophets to speak the truth in revealing God's will to men, He will enable us to accept His plan and do what is right at all times.

In addition to climaxing the study of the messages of the prophets, lesson 12 could easily serve as the basis for a junior department Christmas service.

Preparation for Teaching

At the first meeting of the junior department teachers, plans should be made for introducing the quarter. Activities should be selected for each group of juniors to work on throughout the quarter. In some Sunday schools the fourth graders may make a large picture book as a group project and make the sets of story-picture cards as individual projects. The fifth graders may make the picture maps as a group project and each pupil may make his own smaller ones. The sixth graders may make a frieze of the prophets as the class project and make individual maps or picture-story cards as well.

Browne's *The Graphic Bible*[1] is an excellent resource for the junior's picture-map work. More authentic maps can be found in Bible atlases which should also be consulted.

For Frieze Committee

Children working on a frieze of the prophets will want to send for a reproduction of John Singer Sargent's "Frieze of the Prophets" from the Boston Public Library. A 4 inch by 20 inch colored print sells for 35 cents and may be ordered from The Employee's Benefit Association, Boston Public Library, Boston, Massachusetts. Larger photographs are also available. The members of the frieze committee can use some of these pictures as models for their project. Or the small

purchased frieze may be the central picture on the bulletin board throughout the quarter. When things are studied about a pictured prophet a pupil can write a paragraph about him and place it on the bulletin board at the end of a string pointing to the prophet's picture.

There are several good audio-visuals which can be used in teaching this quarter. They are:[3]

(for background) F.S., *Palestine 3,000 Years Ago,* $3.50.

(Unit C) F.S., *A Plea for Justice—Amos,* $5.00.

F.S., *A Demand for Holiness —Isaiah,* $5.00.

(for Family Night) Film, *Queen Esther,* $15.00 rental.

Don't overlook the value of *Junior Life,*[1] the Augustana story paper for juniors. It follows right along with the junior *Christian Growth Series.*

This year's missionary emphasis, *Christian Growth Through Sharing,* is especially noteworthy, for it has been written by the same person who wrote *Prophets, Kings, and People,* Mrs. Ruth Bonander Benson.

With these and other helps, we teachers of juniors have a great opportunity to serve our pupils this quarter. God is using us to make "Our Church—A Teaching Church."

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1. Available from Augustana Book Concern, Rock Island, Illinois.
2. Missionary emphasis in the Sunday school material available from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.
3. Available for rental (film) or purchase (filmstrips) from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate III, First Quarter

By HILVIE MAE OLSON

"MY Church, A Teaching Church," [1] realizes that God's children receive great blessings from using the Bible. Therefore each of our children must learn to use it regularly and intelligently. By the time an individual enters the Intermediate Department he should be quite skillful at using the Bible. Now the task of our teaching church is to help each junior high pupil find it a personal guide for daily living.

The *Christian Growth Series* can help us achieve this goal. Newly revised beginning with this quarter, the Intermediate Department's three-year cycle devotes one year to the New Testament, one year to the Old Testament, and one year to the Catechism and Christian life.

Here's the Picture

The approaching quarter introduces the junior high to an intelligent study of the New Testament. In the winter he will study the message of the Gospels; and in the spring the Acts and the writings of the early Christian apostles will come to life. During the summer months the junior high will review the Bible and select his own personal treasures.

New Revisions!

Since Intermediate III, first quarter, is the first release of the new *Christian Growth Series* revision, each teacher and departmental leader should read through the teacher's guide and study book very carefully. One can feel confident that the listing of resource materials is up-to-date and worth securing. Rather than listing additional references in this article we are urging you to note those listed in the text.

However, we do want to emphasize the two books of the Leadership Education Series which all teachers should study before attempting to teach this quarter. They are Alleman's *The New Testament—A Study* and Hilner's *The Story of the New Testament.*[2] Bible dictionaries, handbooks, atlases, encyclopedias, etc. should definitely be on hand for both the teachers and pupils. Public school history texts and

encyclopedias will also be helpful.

The seventh grade pupil's study book of the Weekday Church School Series, *Knowing Our Bible—The New Testament,*[2] by John Hiltner, is another valuable resource book for the pupils.

Also, the American Bible Society, 450 Park Ave., New York 22, New York, upon request will send material on history of the Bible as well as a catalogue of all their materials. Perhaps the class secretary (a pupil) can write for this information.

As previously stated, *This Testament of Mine,* our quarter for study, introduces the intermediate to the entire New Testament. Certainly it should help him to appreciate its background and its message. But, as the author has put it, "The whole quarter's work will fail unless we inspire in our pupils a desire to read, use, and live the New Testament."

Unit A

Unit A, "Bookmaking," helps the junior high discover how the New Testament was put together out of the memories and experiences of early Christians. First the pupil takes a "bird's eye view" to see the arrangement of historical books, epistles, and the prophetic message in its content. Each pupil is to select one of the Gospels and one of the Epistles to read during the quarter. Questions are given to guide his study and later to help him develop a summary report.

In addition to noting the arrangement of books, the intermediate has an opportunity to find out how the New Testament was originally collected over a period of years, and to find out what languages were used in its writing and distribution.

Pupil Committees

In this and the following units, the teachers may wish to let the pupils work together in committees with specific topics for research, such as: how the New Testament was collected, what languages it was written in, and what languages it is written in today. These study groups can plan and begin their work toward the close of the first session or during the second session of the unit, and their reports should be ready and shared with the entire group at the culmination of the unit. If given encouragement and freedom from conformity, ingenious junior highs can make committee reports into productions worthy of presentation at Junior League meetings or at Family Night gatherings. Extra work sessions may be needed, but that is fine! That provides the same

type of fellowship our Hi-Leagues and Confirmation Leagues are aiming to nurture!

Unit B

The fourth through sixth sessions will find the intermediate becoming acquainted with practices of daily living in the first century, A.D. Each intermediate should learn how the Jews and the Gentiles lived in Jesus' day when the entire known world was limited to the region around the Mediterranean Sea.

In this unit, as in Unit A, the teacher may introduce the main content of the unit at the first session, and then guide the pupils to select different topics for study and reports. One committee may, for its project, show on a map a sampling of places mentioned in the New Testament. Others may work out dramatizations of certain phases of Jewish and Gentile life. Murals, friezes, puppet shows, dioramas, etc., may be used by the other committees to report their findings to the entire group on the last Sunday of the unit.

This last day of the unit may also be the time for the missionary worship as suggested in *Christian Growth Through Sharing—Intermediate III,* [3] the material prepared by the Augustana Women's Missionary Society to give a missionary emphasis to the regular Sunday School curriculum. It will provide the inspirational closing to the unit as it gives each person opportunity to respond to God's goodness through an offering for a particular cause.

Unit C

Through study, the student will next enter into the religious life of the first century Jews and Christians. Each intermediate should learn the characteristics of the Jewish religion, the importance of the temple and the synagogues, and similarities between the early Christian worship and our worship services today.

Again, this unit will lend itself very nicely into committee studies and reports as described above. Committees may report on such topics as Jewish political parties, Temple worship in Jesus' day, synagogues and synagogue worship, and early Christian worship compared with modern Christian worship.

Unit D

The fourth unit guides the intermediate to study the types of literature composing the New Testament. This will not merely be a repetition of the fact that there are four gospels, one history book, twenty-one letters and one prophetic book in the New Testament; this will be a search for

the *reasons* these books were written and *why* they are in the Bible. The student will learn that each God-inspired book has been included in the New Testament canon because it reveals some phase of God's revelation to mankind.

By this time, each pupil should have finished his project of reading one gospel and one epistle of the New Testament. Now come the book reviews! They will be the main project for this unit on New Testament literature. They may be written according to the outline suggested by the guide questions in session 1 when the assignment was given. Each pupil should be encouraged to design an appropriate title page for each review. The symbol for the gospel reviewed could certainly be included on it.

The class should decide if these book reviews should remain the property of the individual or if they should be compiled for a class resource book. If a resource book is decided upon, the class could refer to it time and time again during the coming months.

The Heart of the Bible

Session 13 summarizes the quarter and states "in a nutshell" the essence of our Christian faith. "The heart of the Bible" is the truth that God so loved the world that He sent Jesus to save all mankind for life eternal. Redeemed individuals witness to their faith in everything they do and say.

This inspirational climax to our quarter could easily become the basis for a Junior-League Christmas service. Narration could be taken directly from the study book. Special dramatizations, choral readings, musical selections, etc., would be presented as they fit into the story of Jesus.

"My Church—A Teaching Church" [1] will continue its ministry as long as church school teachers let God, through them, show His love and His gift of salvation to each individual in our church schools. Teachers must let each pupil know that God expects him or her to be a faithful steward throughout life. This is the message at the heart of the Bible.

Added Notes

P.S. Don't forget to encourage your pupils to follow the devotionals in *Teen Talk*.[2] As well as other features in the paper, they go right along with what we are teaching in church school. This is a real help in accomplishing our aim, too, of helping the pupil use the Bible regularly and intelligently so that it becomes his guide for daily living.

P.P.S. Here are some audio-visuals for this quarter.[4] Most of the filmstrips listed can give the pupils genuine help on their committee studies.

Film—*Our Bible, How It Came to Us* (Part I, "Formation of Our Bible"). For Intermediate Department, Junior and Senior Hi-League, or Family Night. Anytime during quarter, preferably October. Rental, $8.

F.S.—*The Story of Our Bible.* Unit A. B & W, $3.

F.S.—*Two Thousand Years Ago Series,* "The Traveler" and "The Day's Work". Unit B. B. & W, $2.

F.S.—*Holy Land from Jericho to Nazareth.* Unit B. Color, $6.

F.S.—*Two Thousand Years Ago Series,* (No. 5, "The Synagogue"). Unit C. B & W, $2.

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1. Theme for Parish Education Month, 1955.
2. Available from Augustana Book Concern, Rock Island, Illinois.
3. Available from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.
4. Available for rental (films) or purchase (filmstrips) from Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota.

Helps for Senior Teachers

Christian Growth Series, Senior III, First Quarter

By ELMER E. CHRISTIANSEN

"CHRIST in Old Testament History" is a challenging series of lessons. They can bring new life and interest to your class. But it will take effort on your part. You will cover the entire Old Testament in thirteen lessons. Keep the title of the quarter in mind, and take advantage of every opportunity to relate the study of the Old Testament to Jesus Christ of Whom it is a witness.

Getting Ready

Review the desired outcomes of the Christian Growth Series. Make them a part of your regular teaching. Survey the lessons to be taught. Give special attention to "Getting the Most Out of the Quarter." Will you plan any special assignments or quiz programs? Will you be able to make any use of the suggested memory verses? If you have departmental worship services, how will the suggestions made in your Teacher's Guide be used to provide variety? Make any thoughts you have a part of your plan book.

Lesson 1

If you wish, give a pre-test on the material to be covered. Use the "Study Book" for a guide. Give the same test for lesson 12. It will guide you in your teaching and will be a test on how much learning has taken place.

Keep the three-fold purpose in mind as you prepare your session plan. Can you use Heb. 11:1-3 in your class discussion on creation and science? Don't get lost in argumentation. Under "Good Beginning . . ." would James 1:13-15 help to describe the development of sin? Use Gen. 3:15.

Lesson 2

This is familiar material to many seniors. But there are deep implications they may never have

discovered. Your T.G. will help you. Will you have them construct a prayer as suggested? Write one of your own.

Lesson 3

Look up all related passages. How will you use them in your teaching? How much Bible study will you have? Which references will you choose? How does the emphasis on faith relate to the New Testament and its emphasis? Use John 8:56.

Lesson 4

This is a familiar story. Be sure, however, that your class knows it before you draw out the implications of the other two points under "Purpose." Have members read sections in the pupil's Study Book silently and report their findings to the class. The Study Book offers opportunity for Bible study. Use it with your class.

Lesson 5

Your Biblical resources are getting longer. Begin early in the week to get a good background. A book like *Halley's Pocket Bible Handbook* can help you. Throughout the Old Testament God is working out His plan. How do the incidents in this lesson fit in with the plan? Spend time in class on the "Lion of Judah." Have class look up passages listed in Study Book.

Lesson 6

Study this lesson in the light of the purpose listed in your T.G. The Biblical material will give direction for teaching this lesson. A good Bible dictionary or *Halley's* may be used for background on the four books of the Pentateuch listed: be clear in your own thinking as to the purpose of the law. Relate the ceremonial law as a preparation for Christ. The prayer in your T.G. can be used in class.

Lesson 7

Make this a "reporting" lesson. Have the boys report on the Book of Ruth, the girls on Joshua, and you report on Judges. Make assignments early.

Lesson 8

Three kings and an outstanding prophet are the main characters in this lesson. Divide your class into groups. Assign one character to each group. Have them read the section in their Study Books and the suggested Scripture, lead in class discussion as each section comes up. Your T.G. (p. 39) offers some help in relating the material to Christ. This can be your chief contribution to the class discussion.

Lesson 9

Use the first part of your class time for a supervised study period. Have your class read the material in the Study Book. If time permits do some Bible study, especially the Messianic passages. A time chart with the kings listed in order (on blackboard) will help give the class a better historical perspective.

Lesson 10

You have a long list of Biblical references. Begin study early. You may want to assign some of these passages to members of the class for preparation during the week, or assign them when they arrive on Sunday morning. With so much material, be selective. Keep the purpose of this lesson in mind. Psalm 137 is mentioned in your T.G. Can you make use of it? The passages from the prophets in the Study Book will help the Seniors get a better understanding of the captivity. The six points under "God's Purpose in the Captivities" are good guides for class discussion.

Lesson 11

A very brief review of incidents which led up to the time of this lesson may prove helpful. Could you work up a little review quiz? Since the events center around three persons, a character study by members of the class could be given. With several good Bible dictionaries the class could do some research during class.

Lesson 12

This is a review lesson. See your T.G. (p. 6) for some good suggestions on how to have your review. If you have given a test at the beginning of this quarter, you will want to give the same test to see how much learning has taken place. Lesson 12 gives you a good chance to show how the Old Testament reveals Christ to men.

Lesson 13

A supervised study period is a good way to introduce this lesson. After the class has read it through, discuss it. In the discussion you will be able to introduce interesting material from your outside reading. Be sure to have several Bibles on hand which contain the Apocrypha. Give some attention to the "Significance of the Period" in your discussions.

Open, Strange Doors

By MATTIE S. DOMINICK

"Open, strange doors, to good or ill,
I hold my breath a moment still
Before the magic of your look,
What will you do to me, O Book?"
—ABBIE FARWELL BROWN

THIS little rhyme often pops into my mind as I try to find the right book for the right person. We are often asked, "Why a church library? We have such wonderful school and public libraries—then why the expense, the work of a church library?" It is true, we have these splendid facilities; we do not try to compete with them. Our aim is to supplement them, to fill a need not always met by them. Then there is the distinct advantage of having books and other material where they are on hand.

Above all, maybe the personal testimonies on what books, good books, Biblical books, spiritual books, clean moral books, have done for individuals spur us on in our church libraries. We ear-

nestly hope that we are developing "a seeing eye and a hearing ear" for the spiritual needs of our readers.

We stress the fact that this is not a church school library (although the greater part of our work is connected with the church school) but a church library here to serve every member and every organization of our church.

Our little library has grown from a couple of hundred books that had been pushed from one corner to another until our educational building was completed in December, 1948. Now we have about 1,400.

Fitting Memorials

The library is located off our Fellowship Room in the basement. The furnishings—table, chairs, desk, shelving and some of the framed pictures—are memorial gifts. Many lovely books are also memorials. What could be more fitting?

We have an "Open Door" policy—the door is never closed. Both children and adults are welcome (urged) to come in to read or check out books whenever the church is open. Clear, concise instructions for the checking out process are given on the librarian's desk.

A regular schedule for Sunday morning brings all the church school children of school age to the library on a rotation basis. We try hard to make these little "Library Journeys", as the staff calls them, happy occasions.

The "Mechanics"

From the very beginning we have tried to keep the "mechanics" simple, yet efficient. We follow the usual library procedures as to book accession, catalog and charging cards, etc., but so far we haven't used the Dewey Decimal System (perhaps we should). We have all stood (at one time or another) completely bewildered in a library, not knowing just where to look for the book we wanted. Until we can have a full time librarian we have arranged the books according to our READERS INTEREST, under the following captions:

Reference
Parents and Teachers
Missions and Missionaries
Biography—Adult and Juvenile
Music
Poetry
The Church
Palestine
Christmas
Inspirational
Bible
In the Beginning
Old Testament Stories
Stories of Jesus

Devotional
Prayers for Children
Scandinavian
Youth.

Many of these are subdivided. Our fiction books are divided into three groups, the "Easy Books" (through second grade), Juvenile and Adult.

Our legal size filing cabinet holds pictures, pamphlets, leaflets and clippings, filed according to important subject headings.

A three shelf book cart and a cabinet (20x26x36) for filing larger mounted pictures were given by an anonymous friend.

Publicity is given to the library in our parish paper, the *Gethsemane News;* and on bulletin boards, etc.

Memorial money is often received. However, our regular expenditures are written into the church budget.

Do not wait for an ideal time to start your church library. Begin now and watch it develop. You will find it most interesting and stimulating.

Mrs. Dominick, 4800 Dominick Dr. Hopkins, Minnesota, is the guiding spirit of the Memorial Library of Gethsemane Lutheran Church. Her professional library experience has been an advantage to the Hopkins project. But it is her firm conviction that any church can have—and should have—a library.

Spiritual Chain Reaction

By WOUTER VAN GARRETT

EDWARD KIMBALL was a Sunday school teacher in Boston and he looked forward to Sunday morning as a great privilege. He met with his boys and he gave them the best lessons he could manage to prepare, but he sometimes wondered if he was making any impression upon them.

Boy from the Country

One day an awkward boy from the country enrolled in his class. His name was Dwight L. Moody and he made such a poor appearance that the teacher decided to give him his closest personal attention. Kimball managed to spend some extra time with the boy, and he was deeply moved when the youth became a convinced and committed Christian.

In a comparatively short time Moody began an evangelistic career which eventually made him the greatest religious leader of his time. In the course of time he went to London where huge crowds came to hear him, and thousands accepted Christ. One night two brothers who had won renown as cricket champions came to the meeting. The Gospel message reached their hearts and they became Christians. Charles Studd, one of the famous brothers, decided to go to China as a missionary—at his own expense. His brother, Kynaston, remained at home and in the course of time became the lord mayor, but he still retained his active interest in his religion.

Some years later Kynaston Studd was invited to come to America on a speaking tour to tell about his interest in religion. He also visited many colleges on his tour. At Cornell University his message made so deep an impression on a young student by the name of John R. Mott that he decided to change from law to religion. When he graduated he went into Y.M.C.A. service. He organized the great Student Volunteer Movement which sent thousands of young graduates into the foreign field as missionaries.

One Man's Consecration

When the World Council of Churches was organized in Amsterdam in 1948 John R. Mott was given much of the credit for the organization. It was only by his deep consecration that there were enough Christians in enough

countries to make such a world organization possible. He traveled all over the world many times and he spoke before countless audiences about accepting Christ; he knew hundreds of leaders of heathen religions. They listened to him with great interest, many accepted his Christ, others grew to hold a deep respect for his fine Christian character and personality. When he died last year he was mourned all over

It all began in a little Sunday school in Boston where a consecrated teacher gave his best, and his Christ, to those who sat at his feet from week to week. He started a spiritual chain-reaction that circled the globe.